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# GRADUATE SCHOOL

CONTINUING EDUCATION  
FOR THE FEDERAL  
COMMUNITY

## Newsletter

NOV 24 1970

### CALENDAR OF EVENTS

October 1970

November 3	<u>Faculty Luncheon</u> -- John Nef speaking on, "Towards World Community."
4	<u>Lecture</u> -- "Physiological and Biochemical Effect of Air Pollution Oxidants on Plants," by Dr. Irvin Ting, University of California. Plant Industry Station, Beltsville, Maryland at 10 a.m.
4	<u>Lecture</u> -- "The USDA Toward Balanced Growth," by Henry L. Ahlgren, USDA. Thomas Jefferson Auditorium, USDA, at 10 a.m.

### THE INDIVIDUAL LEARNING CENTER

More than 200 students have been enrolled in courses in our new Individual Learning Center since we opened it in January.

The courses, which range from refresher typing to effective management, have enabled 30 students to qualify for the U. S. Civil Service Certificate of Proficiency in shorthand and typing and many others to get reclassified -- several as programmers. One student even had his course in statistics accepted as a partial fulfillment of requirements for a Ph.D. Degree.

Courses in the Individual Learning Center are basically programmed courses, employing learning machines and cassette recorders, but the machine instruction is supplemented by coaching from instructors.

Advantages of this technique are obvious -- the student can go ahead at his own pace, neither holding back a whole class nor being held back by others. He can repeat material, if he needs to, and easily make up any missed sessions. The next set of courses is scheduled to begin on November 2 but sessions can be rescheduled to fit students' needs and enrolled as machines become available.

<u>Course Title</u>	<u>Starting Dates</u>	<u>Fee</u>
Refresher Shorthand	November 2, 1970; January 6, 1971	\$150
Refresher Typing	" "	\$135
Vocational English	" "	\$120
Basic Statistics	November 2, 1970; January 26, 1971	\$80
Career English	" "	\$125
Computer Programming	" "	\$125
Effective Management	" "	\$125
Review for GS510 Accounting Exam	Nov. 17, 1970; Feb. 2, 1971	\$ 94

For further information call Mrs. Carol McLean or Miss Susan Jayasinghe. Code 111, extension 6693 or 388-6693.

### SPECIAL (DAY) PROGRAM

The following courses are coming up in November, December and January:

Number	Title	Dates of course	Nom. Date	Fee
N6-500	Critical Issues and Decisions I	Nov. 4 - Dec. 23	Oct. 10	\$325
	Critical Issues and Decisions II	Nov. 4 - Dec. 23	Oct. 10	\$325
N6-501	Critical Issues and Decisions in Residence	Nov. 30 - Dec. 4	Nov. 5	\$325
N6-503	The World Game	Dec. 14 - 18	Nov. 25	\$195
N6-400	Management Development Program for Government Executives (47th)	Nov. 5 - Jan. 8	Oct. 12	\$450
	Management Development Program for Government Executives (48th)	Dec. 3 - Feb. 19	Nov. 16	\$450
N6-401	Management Development Program for Executives in Scientific and Engineering Organizations (22nd)	Nov. 12 - Feb. 5	Oct. 19	\$450
	Management Development Program for Executives in Scientific and Engineering Organizations (23rd)	Jan. 21 - Mar. 26	Dec. 14	\$450
N6-064	Organization Renewal	Nov. 19 - 20	Oct. 30	\$110
	Organization Renewal	Dec. 17 - 18	Nov. 27	\$110
N6-429	Managing Management Time (9th)	Dec. 7 - 8	Nov. 23	\$135
N6-066	Managing Your Work Team (3rd)	Jan. 6 - Feb. 5		\$195
N6-095	Developing and Installing Standards of Managerial Performance	Dec. 3 - 4	Nov. 13	\$135
N6-019	Managing for Results	Nov. 16 - 18	Oct. 30	\$125
N6-149	Supervising Young Professionals	Nov 5 - 6	Oct. 15	\$ 90
	Supervising Young Professionals	Dec. 10 - 11	Nov. 19	\$ 90
N6-048	The Manager and Behavioral Science	Dec. 10 - 11	Nov. 20	\$ 90
N6-024	Management Seminar for Government Economists	Nov. 16 - 18	Nov. 9	\$165
N6-206	Effective Management in the Office	Nov. 16 - 20	Oct. 23	\$125
N6-035	Interviewing Skills for Supervisors and Managers	Nov. 2 - 5	Oct. 12	\$150
R6-332	Management by Objectives	Dec. 7 - 9	Nov. 27	\$150
N6-118	Effective Supervisory Leadership	Nov. 3 - 19		\$125
N6-225	Space Management: Office Layout Workshop	Nov. 16 - 20		\$150
	Space Management: Office Layout Workshop	Jan. 25 - 29		\$150
N6-074	The Use and Conduct of Game and Simulation Sessions	Dec. 7 - 8	Nov. 23	\$150
V6-022	Seminar for Women Executives	Nov. 18 - 20	Oct. 28	\$150
N6-415	Statistical Applications	Nov. 9 - 12	Oct. 19	\$195
R6-032	Contract Termination: Default and Convenience	Nov. 2 - 3	Oct. 19	\$ 95
R6-010	Federal Contract Negotiations	Nov. 30 - Dec. 4	Nov. 16	\$160
R5-423	Theory and Practice of Gas Chromatography	Nov. 23 - 24	Nov. 9	\$ 60
V2-095	Reading Improvement Program	Jan. 5 - Feb. 11		\$ 72
V2-021	Developing Communication Skills	Jan. 4 - 6	Dec. 28	\$150
V2-004	Effective Listening	Nov. 6		\$ 20
	Effective Listening	Dec. 4		\$ 20
	Effective Listening	Jan. 8		\$ 20
V2-008	Advanced Effective Listening	Nov. 13		\$ 35
	Advanced Effective Listening	Dec. 11		\$ 35

Number	Title	Dates of course	Nom. Date	Fee
V2-008	Advanced Effective Listening	Jan. 15		\$ 35
V2-012	Government Report and Letter Writing	Nov. 9 - 20	Nov. 2	\$ 80
	Government Report and Letter Writing	Jan. 18 - 29	Jan. 1	\$ 80
V2-010	Effective Writing	Nov. 3 - Dec. 15	Oct. 19	\$125
	Effective Writing	Jan. 5 - Feb. 11	Dec. 2	\$125
V2-015	Oral Communication	Jan. 26 - Mar. 4	Jan. 8	\$125
V2-017	Dictating for Managers	Nov. 25		\$ 50
	Dictating for Managers	Jan. 27		\$ 50
V4-006	Secretarial Techniques	Nov. 30 - Dec. 11	Nov. 19	\$ 72
	Secretarial Techniques	Jan. 4 - 15	Dec. 21	\$ 72
	3-day Secretarial Techniques Sem.	Nov. 4 - 6	Oct. 20	\$ 85
V4-015	Executive Secretarial Seminar	Nov. 30 - Dec. 11	Nov. 16	\$ 95
	Executive Secretarial Seminar	Jan. 4 - 15	Dec. 21	\$ 95
	3-day Executive Secretarial Sem.	Nov. 18 - 20	Nov. 2	\$120
R3-744	Data Processing Equipment Evaluation and Selection	Nov. 23 - 25	Nov. 9	\$100

For information on the above courses call Mr. Dee W. Henderson, Code 111 extension 3039 or 388-3039

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### INVOLVING THE STUDENT

"No one seems to be an authority, really, in the teaching of adults."

With this statement Laura Sabrosky, who for many years worked with State and county Cooperative Extension personnel on improving teaching methods and evaluation techniques, opened her talk at our October faculty luncheon.

Since her talk, we believe, would benefit most teachers of adults, we will report her remarks, in full:

First, let's look at "teaching vs. learning." The "versus" suggests a possible "alternative" situation, not an "against" situation. I want to get us away from thinking first of what the teacher does and second of the students, to thinking first of the learner and what he does and second of the teacher as a tool -- a sharp, skilled and effective tool.

A person is teaching when he is helping someone learn. Until someone has learned something, the person is merely a talker, a writer, or whatever.

A person, then, when he plans to teach, is confronted with three problems to solve: (1) what shall he teach, (2) how shall he teach it, and (3) how can he determine if he has taught.

What shall he teach? From the vast amount of information and skills the teacher has in the area in which he will teach, which are suitable and applicable to the students?





If you know certain things must be told your students and they have expressed lack of interest in them, your lecture must start with convincing arguments in their favor.

But most long lectures can become boring even if the audience is interested in the subject. So change pace often -- include some give and take with your students. Let discussion enter when it is needed. In a set sequence of methods, such as, first, I lecture, and second, we discuss -- the discussion period which can and should be lively can be dull and even threatening to the students. On the other hand, continual interruption of a planned "giving of information," especially when the same student or students do all the interrupting, is detrimental to the process of trying to reach the goals of the class.

Adult students, in general, seem to prefer a friendly, informal, or even casual atmosphere in the classroom. We need to recognize that we're all adults together -- it just happens that the teacher is better trained or prepared in the subject of the class than the students. Each student in the class is probably better educated in his own specialty than the teacher.

In relation to the subject of the class, the students are bound to be very heterogeneous. What's too fast for one is too slow for another.

In these brief remarks, I've tried to focus your attention on your students -- to get you to think not what you are prepared to teach them, but rather, what they need you to teach them.

Beyond that, I want to list a few of the basic criteria to use in checking the combination of teaching methods and subject matter you plan to use:

1. Are all the students involved? (A person who cannot hear you, or who is out-talked by others in discussion, is in a learning experience you didn't plan for him.)
2. Are learners given a chance to practice the kind of behavior -- the skills, changes in attitude, etc. -- that you hoped they would acquire?
3. Is there opportunity for learners to obtain satisfactions from carrying out the behavior implied by the objectives? When the students are adults, they often have immediate use for what they hope to learn. For those that don't, set up situations for them.
4. Try not to threaten the self-image of your adult students. Ignoring the student, or ridiculing him, can produce a learning experience for him far removed from your plans.
5. And, be careful of your testing and evaluation procedures. These are teaching methods themselves. Involve the students in them. See to it that your evaluations are as much of your teaching as of the students' learning, but keep control of them to the extent that they measure attainment of objectives.

Now, finally, how can the teacher determine whether he has taught? Has the student learned?

For each objective developed for the course, you will need to figure out how best to test it. The written quiz or exam is sometimes the way; personal discussions with each student are sometimes necessary. The students performing for the class, putting on demonstrations, is often a way; term papers serve a useful evaluation purpose when they fit.

If you are required to give a grade, testing methods need to determine where the student ended up -- with no regard to where he started.

But for the student and teacher satisfaction, evaluations should measure how far the student progressed from where he started, in terms of objectives accepted by both teacher and the student.







Answering this should not be a difficult task for the teacher. It is just time-consuming and requires careful work and critical thinking for him to list subjects in priority order, allotting time and listing resources necessary for each. Usually, this causes you to eliminate some phases, which may be either bad or good. This priority list, and time and resources should be written down.

Even though I previously stressed thinking first of the learner, you will notice I first have you thinking of yourself. This is because, as you move now to the learner, you just have to be quite aware of what you, as the person responsible for the students' learning, can offer them.

Usually, a summary of this stage is what appears in the catalogue, but not always.

Next comes your decisions as to what you want the students to learn: which skills, what changes in attitude, which pieces of information to keep in mind? At this stage in your planning, you are setting down the educational objectives of your course. Your objectives should be so stated that each starts with the learner -- you are expressing the changes you wish to bring about in him.

Even in a course as objective as a language course, there can be many, and varied, objectives. The teacher may have a full vocabulary in the language he is teaching, have perfect pronunciation, and know its grammar perfectly. But for different classes, he wants his students to learn how to pronounce the letters and words, or to become skilled in reading it with understanding, or to be able to speak it understandably enough to get by in a visit to the country where it is spoken, or to be able to speak and understand it in prolonged conversations -- to become fluent.

Timewise in your planning you would ordinarily be moving into thinking through which teaching methods you will use. I'm afraid many teachers -- probably all teachers at some time or other -- decide the method before deciding the educational objectives to be reached. For example, you may say to yourself, "Let's see, what shall I include in my lecture today?"

However, for now let's stay with the determination of subject matter and objectives. The potential learners should be involved in this. Usually, you don't get a chance to discuss objectives with them until your first class. So that's when you try to find out what parts of your planned course fit your students' interests, needs, background, preparation. Here is involvement, here is give and take, here may be compromise.

Most students do not know what they need to learn to reach their objectives -- that is, what subject matter needs to be given them -- but most adult students have objectives. And when more than one kind of subject matter is relevant to the objective and can help students move toward the goals set, they can sometimes help decide which subject matter to use.

Just as important as having the best objectives set for the course, as having subject matter that is pertinent, is having learning experiences and evaluation methods that fit the subject matter, goals, and students. And this means, especially, taking into consideration the fact that your students are adults.

Try to think like this: "I am going to have the students sit and listen to me talk for an hour," rather than "I will lecture for an hour." Quite different, aren't they?

If it is necessary to stand up in front and give information to your students -- and it is very often essential to do so -- keep your students in mind. Such common things as the comfort of the chairs, ventilation of the room, temperature, position of the lecturer, are usually considered. But consider also -- are the students really interested in what you're planning on telling them? They need to be interested in order to listen, digest, and retain.

## TOWARD BALANCED GROWTH

Our lecture series this fall is a response to the Report of the National Goals Research Staff, "Toward Balanced Growth: Quantity with Quality." The five lectures planned will each begin at 10 a. m. on the dates listed below, and will be held in the Thomas Jefferson Auditorium, U. S. Department of Agriculture, Room 1072, South Building.

Secretary of Agriculture, Clifford M. Hardin, will open the series on Wednesday, November 4, with remarks on the purpose and theme of the lecture series, and an introduction to the series will be given by Irwin P. Halpern of the National Goals Research Staff. The first lecture, "The USDA Toward Balanced Growth," will be delivered by Henry L. Ahlgren, USDA Deputy Under Secretary for Rural Development. Reactors will be Catherine Chilman, Hood College, and Thomas Glennan Jr., Office of Economic Opportunity.

"Population Balance," will be the subject of the second lecture on Tuesday, November 10. D. Gale Johnson, Dean of Social Sciences, University of Chicago, will be the speaker and reactors will be Jerome Pickard, Appalachian Regional Commission, and Harry Steele, Water Resources Council.

On Tuesday, November 17, Benjamin Chinitz, Dean of Economics, Brown University, will deliver the third lecture, "Economics of Balanced Growth." Reactors will be Robert Podesta, Department of Commerce, and Linley E. Juers, Economic Research Service, USDA.

"Resources and Technology for Balanced Growth," will be the subject of the fourth lecture, to be given on Tuesday, November 24. The speaker will be Marion Clawson, Director, Land Use and Management, Resources for the Future, and reactors will be Daniel Sturt, Manpower Administration, Department of Labor, and Samuel Jackson, Housing and Urban Development.

The fifth and final lecture, on Tuesday, December 1, will be "Balanced Growth and the Citizen," to be delivered by Norbert T. Tiemann, Governor of Nebraska. Reactors will be Maurice Tepaske, Mayor of Sioux Center, Iowa, and Oliver Terriberry, Georgia Mountains Planning Development Committee. Don Paarlberg, USDA Director of Agricultural Economics, will moderate this lecture program.

## NEWS NOTES

Paul B. Brace, formerly Director of the Application Review Division in the U. S. Department of Housing and Urban Development, has been named as Urban Affairs Officer at the U. S. Embassy in Paris. In his new position, Mr. Brace will coordinate U. S. French cooperation on the experimental new French city of Vaudreuil, to be built in Normandy near Rouen. This it is said will be the world's first urban center designed to control noise and pollution. Mr. Brace, who teaches a Graduate School course in Urban-Regional Planning, writes that he'll be back "for further teaching next year."

Robert L. Birch, who teaches a Graduate School course, "Poems, Puzzles, Puns, and Paradox," sends us a "Brainstormer Memory Grid -- for Pre-Harvesting Afterthoughts and for Sorting and Storing Them" from his course and an off-print from "Thought and Language in operations," his "Diamond or Graphite: Explorations in Intercultural Communication."

Samuel Kramer, who teaches a Graduate School course in Juvenile Delinquency, is given "special thanks" in the program for a Health Fair sponsored by the Olivian Society at the School of Nursing, Catholic University, October 7 and 8.

John B. Holden, Director